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ABSTRACT

Designed to address the need for secondary migrant educators to have access to model secondary programs, the guide highlights some 20 state and national programs that seem to be effective in serving the migrant secondary student. The programs are representative of three types of approaches which have proven to be effective in reducing the migrant student drop-out rate: (1) migrant counseling or advocacy programs which provide tutorial and vocational awareness services and counselors who fill role modeling and support/advocacy functions; (2) work/study or work/experience for migrant students; and (3) academic assistance programs which provide opportunities for migrant secondary students to make up coursework and credits missed due to their mobile lifestyle. Along with a brief program description, the name, address, and telephone number of a contact person is provided for each program. Among the programs described are the Adolescent Outreach Program, Chapter I Migrant Counseling/Tutoring Program, Experience-Based Career Education, Marion Learning Center, After School Tutorial Program, Portable Assisted Study Sequence, Independent Study and Credit Exchange Program, Job Corps, Upward Bound, Talent Search, and College Assistance Migrant Program. The guide also outlines some of the primary educational needs faced by secondary students. (NQA)

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EDUCATIONAL OPTIONS
FOR
MIGRANT SECONDARY STUDENTS

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INTRODUCTION

The package of information presented here is designed to address the need for secondary migrant educators to have access to model secondary programs. It is not intended to be all-inclusive of the programs available, but to highlight some state and national programs that seem to be most promising and effective in serving the migrant secondary student.

The goal for many migrant secondary students is the completion of graduation requirements and the attainment of a high school diploma. Yet statistically it has been shown that the nationwide drop-out rate for this student population is exceedingly high. Migrant educators, therefore, are seeking ways to minimize this condition by implementing optional programs tailored to meet the specific needs of the migrant secondary student.

The following pages will outline some of the primary educational needs faced by the secondary student, review several general options available to migrant educators, and finally, look at model programs that may be replicated in other states.

THE NEEDS

The needs of secondary students are significantly different from those of their younger brothers and sisters. Early Childhood and Elementary programs have been effective in providing a much needed academic support system for the younger students. However, migrant educators recognize that the adolescent is under considerable pressure to supplement the family income. The mobility, financial need and varying curricula that these students encounter in the different school districts, are some of the most determining factors that impede academic success.

Middle school aged migrant children are typically well behind their classmates. Low achievement and a high drop-out rate are the direct results of the high mobility among this student population. The Exotech study (1975) quotes a drop-out rate of 90% for this age group. Continuity of academic and supportive services is crucial in the planning and implementation of programs for secondary students. A survey of the primary educational problems facing the migrant student indicates necessary areas to be addressed in successful secondary programs:

a) Lack of credit reciprocity/fractional credit transfer
b) Inconsistent course and grade placement
c) Ethnic and language barriers
d) Restrictive attendance requirements
e) Fewer opportunities for competency testing and remediation
f) Lack of counseling and guidance services
g) Lack of migrant programs
h) Lack of participation in extra-curricular activities
i) School versus work dilemma
j) Lack of opportunity to re-take required courses missed or failed

In our increasingly technological society, a high school diploma is a necessary stepping stone to success. Mobile populations, however, require different methods of service delivery.

THE OPTIONS

States have focused on different alternatives to address the needs of the secondary student. The length of time the student is in a particular school district is a key factor in determining the design and implementation of the "best" program. California, and subsequently other states, have prepared mobile instructional packets for the migrant student. This program is known as PASS - the Portable Assisted Study Sequence. Other school districts have modified their school days to accomodate the working secondary student, and offer extended day and/or evening programs. The extended day enables the migrant student to make up class time missed. Texas offers extended day programs in many of their independent school districts, together with the Migrant Counselor and Tutorial programs.

Other options include:

a) Advocacy by migrant staff to insure correct course placement and opportunities to participate in extra-curricular activities

b) Work experience programs offering stipends and/or academic credit

c) Remediation of the homebase competency tests while attending school

d) Pre-registration for vocational courses in receiving states which will match those available in the homebase state

e) Bilingual instruction

f) Enrollment/secondary credit exchange process (enables homebase schools to recommend courses/placement for their students who plan to attend school in receiving states)

Most significant, however, is the school-to-school communication regarding the necessary course work the student must enroll in to be able to complete the requirements for graduation.

The following pages present some model programs.

A

D

V

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Chapter I Migrant Counseling/Tutorial Program

Mr. Jesse Vela, Jr., Coordinator
Texas Migrant Interstate Program
Drawer Y
Pharr, Texas 78577
(512) 787-9994

Ms. Berta Martinez, Migrant Counselor
McAllen High School
2000 North 23rd Street
McAllen, Texas 78501
(512) 687-9283

Program Description

A program to improve the academic achievement of migrant students performing either below, at, or above grade level. Individual and small group tutoring is given to students who arrive after the school year has begun or leave before the school year is finished. This tutoring, done by their peers or by college students, focuses on areas in which the student is having the most difficulty. A career education component includes career counseling, job referrals and field trips to work sites.

The Migrant Counselor is instrumental in assisting migrant students in meeting their special needs which result in successful school experiences, feelings of acceptance, individualized instruction, development of language and mathematical skills, and regular school attendance. Counseling is a process to foster students self-worth and potential. The migrant counseling program strives to aid migrant students with academic, vocational, and psychological adjustments by providing educational opportunities for all children to function creatively with dignity and freedom. Further information follows.

The Role of the Counselor

Job Goal: To identify and serve migrant students according to their academic, social and emotional needs and to assist in planning, implementing and evaluating the Counseling and Tutorial components.

Performance Responsibilities:

1. To identify eligible migrant students who wish to improve their academic studies or who are experiencing academic difficulties and/or personal problems in order to offer

   a) tutorial services
   b) counseling services

2. To organize a migrant counseling program and offer counseling services.

3. To coordinate services with the Foundation Counselor.

4. To assist the Tutor-Teacher in the organization and implementation of the tutorial services offered.

5. To conduct counseling sessions with migrant students to determine students' needs and assist them with their concerns by:

   a) providing referrals to appropriate programs of services available
   b) providing information regarding the early withdrawal/late entry grading policy, credit-exchange program, etc.

7. To confer with teachers of migrant students to

   a) bring about awareness of migrant student life
   b) discuss the migrant counseling and tutorial services available for eligible migrant students
   c) discuss the administration and grading of final examinations for migrant students who withdraw early

8. To provide an awareness of vocational and educational career opportunities available to migrant students by

   a) conducting field trips
   b) inviting resource persons
   c) conducting meetings such as Career Day
   d) conducting parent/student/counselor conferences

9. To disseminate information on:

   a) summer school programs
   b) job opportunities
   c) financial aid
   d) the Secondary Credit Exchange programs.

10. To be aware of the patterns of migration.

11. To participate in school orientation sessions to make the Migrant Program visible to faculty and students.

12. To be an active liaison between migrant students and school administrators.

13. To conduct conferences with parents through home visits, meetings, etc. to:

   a) provide information concerning services available to eligible migrant families
   b) discuss the McAllen ISD Chapter I Migrant Program and services available to eligible migrant students
   c) prevent students from dropping out of school
   d) discuss students' academic, social and emotional concerns

14. To submit monthly reports and an annual report to the Chapter I Migrant Coordinator.

15. Performs other duties or functions within the Migrant Program as assigned by the principal and/or Chapter I Migrant Coordinator.

INTRODUCTION

This guide grew out of the need for secondary migrant counselors in the state of Texas to have access to migrant opportunities, general migrant counselor information, and alternatives for secondary migrant students that counselors could consider. The guide is not intended to be all-inclusive of the programs available, but rather a collection of information to assist the counselor in everyday guidance activities.

The school setting counseling needs of agricultural migrant students, while similar to those of non-migrants, requires a more specifically managed process. The process is required because of the student's constant readjustment to a variety of educational environments, uncertainties of personal planning, and the variety of performance expectations and administrative policies of schools in credit accumulation and transfer. Admittedly, this guide did not attempt to attack the counseling process at this time. It is the desire of the authors to consider this effort as Phase I with Phase II being a more detailed, specific managing process for migrant counselors to meet the specialized needs of migrant students.

The overwhelming agreement by members of the counseling group as a purpose for this guide was the high nation-wide dropout rate among migrant students. High school completion is still the goal for secondary students to achieve; however, in cases where local conditions and special circumstances prevent implementation of in-school programs, alternative methods of serving migrant students should be considered.

MIGRANT COUNSELOR DUTIES AND RESPONSIBILITIES

Migrant counselors need to have access to certain types of information and demonstrate certain behaviors, if they are to successfully serve migrant students. Some examples of helpful information are: familiarity with the history and development of migrant education, patterns of migration, a clear understanding of cultural and economic differences and how they are intricately woven into the culture. Examples of "certain behaviors" are: demonstrating a genuine interest in the student's well-being, initiating contact for both formal and informal reasons, participating in school activities that would afford him/her visibility, and being an active liaison between migrant students and school administrators. By modeling some of the aforementioned roles the migrant counselor can facilitate the counseling process and provide migrant students with a much needed service.

The migrant counselor's roles and duties are dependent on the characteristics of their school's migrant population. Counseling services for migrant students will be in addition to those provided by the foundation program to all students.

A school setting with a migrant population that is primarily composed of currently migratory students must address itself to a very mobile population. Some of the problems this population has are early departure and late entry into the district, loss of academic credits caused by the family's need to re-locate in search of work, and an education that is constantly being interrupted. School districts consisting primarily of a Status III population are faced with students that are settling out, curriculum that possibly could address itself to enrichment and finally, students whose values ant attitudes are being modified as their life styles become more like that of their peers. Migrant counselors may or may not find themselves involved in the following responsibilities:

- Identification of Students*

  The migrant counselors have the responsibility of seeing that migrant students are recruited and identified according to guidelines. They are also responsible for updating rosters of the changing statuses of migrant students.

- Appraisal*

  The migrant counselors may address themselves to the overall goals of the school's testing program and deal with how it can best be adapted to the needs of migrant students.

- Coordination with Minimum Foundation Teachers, Principals, and School Resources*

  The migrant counselors may address themselves to special academic needs that students may be experiencing --e.g., special reading and/or tutorial classes.

- Public Relations*

  The migrant counselors may contact local radio stations and/or newspapers to keep the community abreast of all migrant functions.

- Parental Involvement*

  The migrant counselors may attend Parent Advisory Council meetings and provide parents with information on topics that may be relevant to their needs.

- Individual Counseling

  One-to-one sessions with migrant students may be held for informal contact or to follow-up on specific problems such as academics, personal problems, etc.

- Group Counseling

  Small group counseling sessions of approximately three to eight students may be held to deal with such topics as value clarification, improvement of study habits, etc.

- Dissemination of Information

  The migrant counselors may gather information in many areas of interest for students -- emotional development, responsible behavior, availability of jobs, etc., -- and see that students have access to the information.

- Early Withdrawal/Late Entry Policies*

The migrant counselors may have meetings with students that are late entries or departing early and assist them with the necessary paper work. The migrant counselor may become involved with the school policies affecting migrant students.

- Scheduling and Course Sequencing*

The migrant counselor may work with the Minimum Foundation counselor to supplement his/her activities and make sure that migrant students are scheduled according to a specific plan towards graduation.

- Extracurricular/School Involvement

The migrant counselors may assist students in identifying interests and guiding them in the direction of becoming involved and active in school activities.

- Tutorial Activities*

The migrant counselors may help migrant students to assess their tutorial needs and determine placement in tutorial activities that would best serve their needs.

- Referral and Community Resources

The migrant counselors can be most helpful to migrant students by knowing what community resources are available to migrant families and by finding out how these resources can be fully utilized.

- Secondary Credit Exchange*

The migrant counselors may utilize this credit exchange program with secondary students that are Status I and II.

- Career Planning

The migrant counselor may assist migrant students by providing information on all of the special programs designed to serve migrants at the post-secondary level.

- Financial Aid*

The migrant counselors may conduct mini-group sessions with post-secondary bound students for the purpose of learning the intricacies and details of filling out financial aid forms.

Secondary Services Advisor

Mr. Frank Ludovina
Coordinator, Migrant Education
Region IX - Department of Education
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San Diego, California 92111
(619) 292-3642

Program Description

Professionals and paraprofessionals are utilized to prevent secondary students from dropping out of school. The advisor uses all school and community resources to their fullest advantage to serve as liaison, advocate and positive role model for students.

Further information follows.

THE SECONDARY SCHOOL ADVISOR
(NEVER SAY "NEVER")

A PARAPROFESSIONAL FOCUSING ON MIGRANT HIGH SCHOOL STUDENTS WITH THE INTENT TO

-PULL THEM UP
-BRING THEM BACK
-KEEP THEM IN, AND
-SEND THEM ON (COLLEGE, VOCATIONAL EDUCATION, TRAINING, JOBS, SUCCESS, AND SELF-FULFILLMENT)

TITLE OF PROGRAM: SECONDARY SCHOOLS ADVISOR CONCEPT
CLIENTS SERVED: 7-12 GRADE STUDENTS
CONTACT PERSON: ALICIA GERSALIA
510 COLLEGE ST.
WOODLAND, CA 95695
PHONE NUMBER: (916) 666-1977
LOCATION OF PROGRAM: REGION WIDE

WHAT IS IT?

THE SECONDARY SCHOOL ADVISOR CONCEPT IS A PARAPROFESSIONAL POSITION WHICH WAS INITIATED IN REGION II FOR THE EXPRESS PURPOSE OF ASSISTING SECONDARY STUDENTS IN ORDER THAT THEY NOT DROP-OUT.

AS A PARAPROFESSIONAL, THE ADVISOR ASSISTS CREDENTIALED STAFF IN THE FOLLOWING AREAS:

A. COUNSELING SUPPORT
B. CREDIT ACCRUAL
C. WORK STUDY
D. IDENTIFYING AND REDUCING ELEMENTS IN THE SCHOOL AND COMMUNITY WHICH CONTRIBUTE TO MIGRANT STUDENT DROP-OUT

OBJECTIVES

1. TO ALLEVIATE/REMOVE THE CONDITIONS WHICH RESULT IN THE MIGRANT STUDENTS LEAVING THE SCHOOL BEFORE GRADUATION.
2. TO DEMONSTRATE INCREASED ACADEMIC ACHIEVEMENT AND VOCATIONAL DEVELOPMENT BY PARTICPANTS.
3. TO ASSURE THAT STUDENTS ARE GIVEN CREDIT FOR ALL COURSE WORK THAT CAN FULFILL GRADUATION REQUIREMENTS.
4. TO PROVIDE A WORK OPPORTUNITY WITH A SALARY WHICH WILL REDUCE FAMILY PRESSURES ON THE STUDENT TO DROP-OUT TO EARN MONEY FOR THE FAMILY.

BACKGROUND

CHILDREN OF MIGRATORY FARM WORKERS ENROLLED IN THE CALIFORNIA SECONDARY SCHOOLS ARE OFTEN UNAWARE AND DO NOT TAKE ADVANTAGE OF THE ACADEMIC, CAREER AND VOCATIONAL OPPORTUNITIES AVAILABLE IN THEIR SCHOOLS AND COMMUNITY. THEY ARE USUALLY ASKED TO CONTRIBUTE TO THE FAMILIES' SUPPORT, THUS PREVENTING THEM FROM ATTENDING SCHOOL REGULARLY

ACCORDING TO THE CALIFORNIA STATE

DEPARTMENT OF EDUCATION, MIGRANT STUDENTS AT THE SECONDARY SCHOOL LEVEL HAVE A MUCH HIGHER DROP-OUT RATE THAN NON-MIGRANT STUDENTS. THE AVERAGE NON-MIGRANT HAS A 96% CHANCE OF ENTERING THE TWELFTH GRADE; THE MIGRANT STUDENT HAS A 40% CHANCE OF ENTERING THE NINTH GRADE, AND AN 11% CHANCE OF ENTERING THE TWELFTH GRADE.

THESE CHILDREN, BECAUSE OF RACE, SOCIO-ECONOMIC LEVEL, OR LANGUAGE, OFTEN DON'T IDENTIFY WITH SCHOOL CURRICULUM OR PERSONNEL. EXISTING SCHOOL COUNSELORS ARE USUALLY UNAWARE OF THE NEEDS OF THESE CHILDREN BECAUSE OF LACK OF TRAINING. THESE COUNSELORS ARE USUALLY OVER-LOADED WITH RESIDENT CHILDREN'S PROBLEMS AND ARE, THEREFORE, TOO BOGGED DOWN TO BE AVAILABLE TO STUDENTS WHOSE ATTENDANCE IS SO ERRATIC.

THE SECONDARY SCHOOLS ADVISOR CONCEPT WAS INTRODUCED IN REGION II IN MAY, 1976. THE UNIQUENESS OF THE POSITION IS THAT IT IS A PARAPROFESSIONAL POSITION AS OPPOSED TO A CREDENTIALED ONE. THE SSA IS USUALLY A PERSON WHO HAS WORKED AT THE SECONDARY LEVEL AND HAS HAD EXPERIENCE IN MOST FACETS OF MIGRANT EDUCATION, I.E., INSTRUCTIONAL AIDE, HEALTH AND IDENTIFICATION AIDE, PARENT AND COMMUNITY INVOLVEMENT. THE REGION HAS FOUND THIS POSITION TO BE AN EXCELLENT WAY OF PROMOTING FROM WITHIN. COST TO THE REGION IS MINIMAL SINCE THE SSA, BEING UNCREDENTIALED, IS PAID CLASSIFIED WAGES. THE CONTRIBUTION GIVEN TO THE MIGRANT CHILDREN, THOUGH, HAS BEEN PROVEN INVALUABLE.

ANOTHER UNIQUE ASPECT OF THE SSA CONCEPT IS THAT THE POSITION ADHERES TO REGION II'S PHILOSOPHY OF "TEAMING". THIS MEANS THAT SSA'S AS PARAPROFESSIONALS WILL ASSIST SCHOOL PERSONNEL IN MEETING THE NEEDS OF MIGRANT STUDENTS. THE ADVISOR ASSISTS THE STUDENTS IN USING ALL SCHOOL AND COMMUNITY RESOURCES TO THEIR FULLEST ADVANTAGE.

SINCE ADVISORS ARE NOT CREDENTIALED COUNSELORS, THE SCHOOLS CANNOT, BY LAW, EXPECT THE ADVISOR TO TAKE ON A COUNSELING LOAD, THUS KEEPING THE ADVISOR ROLE SUPPLEMENTARY AND HELPING THE STUDENTS TO HAVE AS MUCH DIRECT CONTACT WITH REGULAR SCHOOL PERSONNEL AS POSSIBLE. IN ESSENCE, THE ADVISOR IS MORE OF A LIAISON AND ADVOCATE FOR THE STUDENTS, RATHER THAN JUST ANOTHER ADDITION TO THE SCHOOL STAFF.

SECONDARY SCHOOL ADVISORS' DUTIES

THE ADVISORS' DUTIES ARE ESSENTIALLY TO TRY TO MEET THE GOALS OUTLINED PREVIOUSLY, IN AS SUPPLEMENTARY A FASHION AS POSSIBLE. SOME OF THESE DUTIES ARE:

A. COUNSELING SUPPORT
   1. ASSIST IN IDENTIFYING PROBLEMS OF STUDENTS
   2. ASSIST IN FINDING SOLUTIONS
      A) REFERRING STUDENTS TO AGENCIES
      B) WORKING WITH WORK EXPERIENCE ADVISORS TO DIAGNOSE APPTITUDE, ABILITIES, & INTERESTS
   3. ASSIST COLLEGES AND UNIVERSITIES IN RECRUITMENT OF MIGRANT STUDENTS
      A) FINANCIAL AID
      B) SCHOLARSHIPS
      C) VISITS TO COLLEGES AND UNIVERSITIES
   4. RECRUITMENT OF DROP-OUTS
   5. FINDING WAYS TO MAKE SCHOOL LIFE MEANINGFUL TO MIGRANT STUDENTS

B. CREDIT ACCRUAL
   1. ASSISTS IN EVALUATING SCHOOL WORK
   2. FINDS METHODS AND INSTITUTIONS TO PROVIDE ALTERNATIVE MEANS OF CREDIT ACCUMULATION
      A) ADULT EDUCATION
      B) COMMUNITY COLLEGES
      C) INDEPENDENT STUDY
      D) P.A.S.S. (PARLIER HIGH SCHOOL PROJECT)
   3. STUDENT PROFILE
      A) DEFICIENCY NOTICES
      B) REPORT CARDS
      C) LETTERS OF COMMENDATION FROM EMPLOYERS AND SCHOOLS
      D) PARENT CONTACTS (WORK, SOCIAL, & ACADEMIC RELATED)
   4. PERIODIC GRADUATION CHECK
      A) CREDITS NEEDED TO GRADUATE
      B) REQUIRED COURSES TO BE TAKEN

C. WORK STUDY
   1. ASSISTS CAREER COUNSELORS IN CONTACTING MIGRANT STUDENTS ABOUT AVAILABLE JOBS
   2. REFERS STUDENTS TO CAREER COUNSELORS, JOB SITES IN PUBLIC AND PRIVATE SECTORS
   3. ASSISTS STAFF IN DEVELOPING VOCATIONAL AND CAREER CURRICULUM AS PERTAIN TO THE NEEDS OF MIGRANT CHILDREN
      A) WORK RELATED SKILLS
      B) INCREASING RESPONSIBILITY, AWARENESS
      C) ENHANCING SELF-WORTH
   4. COORDINATES AND DEVELOPS JOBS USING MIGRANT CHILD EDUCATION FUNDS AND OTHER PROGRAM SOURCES.

ADVISORS' ROLE IN BUILDING A POSITIVE SCHOOL ATMOSPHERE:

BUILDING A POSITIVE SCHOOL ATMOSPHERE FOR THE MIGRANT CHILD IS AN ESSENTIAL PART OF THE ADVISOR'S ROLE. HELPING BUILD POSITIVE RELATIONSHIPS WITH PEERS AND SCHOOL STAFF, ENHANCING SELF-ESTEEM AND IMPLEMENTING STRATEGIES WHICH HELP THE MIGRANT STUDENT SUCCEED IS USUALLY ACCOMPLISHED IN GREAT PART BY FORMING MIGRANT CLUBS WITHIN THE SCHOOL.

CLUBS-A SENSE OF IDENTITY:

REGION II CAN ATTRIBUTE MUCH OF THE SUCCESS OF ITS HIGH GRADUATION RATE TO THE MIGRANT CLUBS INITIATED BY SECONDARY SCHOOL ADVISORS. THESE CLUBS ARE RUN BY MIGRANT STUDENTS AND FUNCTION AS THEY WANT THEM TO. THROUGH THE YEARS THE CLUBS HAVE GIVEN THE STUDENTS THE EXPERIENCE AND CONFIDENCE THEY NEED TO JOIN EXISTING SCHOOL CLUBS, SUCH AS THE SPANISH CLUB, MATH & SCIENCE CLUBS, ETC. THE MIGRANT CLUBS HAVE HELPED THE STUDENTS TO BECOME INVOLVED IN ALL FACETS OF SCHOOL LIFE, DEVELOP OPEN AND HONEST COMMUNICATIONS, AND TO BUILD TRUST. BY MEETING WITH THE STUDENTS IN A SOCIAL SETTING, THE ADVISOR FINDS OUT WHAT STUDENTS' NEEDS ARE AND IS ABLE TO ASSIST THE SCHOOL STAFF AND ADMINISTRATION IN IDENTIFYING AND REDUCING ELEMENTS IN THE SCHOOL THAT CONTRIBUTE TO MIGRANT STUDENT DROP-OUT AND ALIENATION.

THE CLUBS HAVE FUND RAISERS THROUGHOUT THE YEAR WITH WHICH THEY ESTABLISH SCHOLARSHIP FUNDS, HONOR PARENTS AND TEACHERS WHO HAVE CONTRIBUTED TIME AND ENERGY TO THEIR CLUB, AND BUY CAPS AND GOWNS FOR GRADUATING MEMBERS WHO CANNOT AFFORD THEM. IN SOME CASES, THE FUNDS HAVE BEEN USED TO FINANCE FIELD TRIPS TO DISNEYLAND FOR CHILDREN IN SPECIAL EDUCATION. HELPING OTHERS AND CONTRIBUTING TO THE COMMUNITY INDICATES TO THE STUDENTS HOW REALLY VALUABLE AND IMPORTANT THEY ARE. BEING USEFUL TO THEIR SCHOOL AND COMMUNITY ENHANCES THEIR SELF-WORTH.

*ONE CLUB SPONSERED A DANCE TO RAISE MONEY FOR A MIGRANT FAMILY THAT HAD LOST HOUSE AND BELONGINGS IN A FIRE.

EVIDENCE OF EFFECTIVENESS

THE EFFECTIVENESS OF THE SECONDARY SCHOOLS ADVISOR CONCEPT CAN BE SHOWN BY THE INCREASE IN GRADUATES AND REDUCTION OF MIGRANT DROPOUTS IN HIGH SCHOOLS THROUGH-OUT THE REGION.

IF A MIGRANT STUDENT REACHES 12TH GRADE, HIS/HER CHANCES OF GRADUATING ARE GREATER THAN THE GENERAL POPULATION. CURRENTLY REGION II IS GRADUATING 50% MORE MIGRANT STUDENTS THAN THE NATIONAL AVERAGE FOR MIGRANT STUDENTS.

BECAUSE OF THE EFFECTIVENES OF THE ADVISORS IN THE SCHOOLS, REGION II HAS INCREASED THE NUMBER OF ADVISORS FROM ONE TO TWENTY-FOUR. THE DIFFICULT TRANSITION FROM SIXTH GRADE INTO JUNIOR HIGH HAS ALSO BEEN ALLEVIATED IN SOME SCHOOLS BY EMPLOYING ADVISORS AT THE JUNIOR HIGH LEVEL.

MIGRANT STUDENT GRADUATES

	1979	1980	1981
Total # of Migrant 12th Graders (May)	184	233	305
Total # of Migrant Graduates	160	209	285

REGION II OVERVIEW BY AREA

		1979	1980	1981
Total # of Migrant 12th Graders (May)				
	Area I	29	36	58
	Area II	52	61	102
	Area III	72	65	86
	Area IV	31	71	59
Total # of Migrant Graduates				
	Area I	11	24	51
	Area II	52	64	97
	Area III	67	69	87
	Area IV	30	52	50

SAMPLE SCHOOL - REGION II
RIVER DELTA

June, 1978 Graduates: 2	Neither went to college
June, 1979 Graduates: 11	None went to college
June, 1980 Graduates: 9	Nine attending college
June, 1981 Graduates: 16	Eleven attending college

Adolescent Outreach Program (AOP)

Mr. Bob Apicella
Statewide Adolescent Outreach Coordinator
Bugbee School - Room 311
State University of New York, Oneonta
Oneonta, New York 13820
(607) 432-0781

Mr. Mike Caywood, AOP Coordinator
Wayne Finger Lakes Tutorial Program
North Rose-Wolcott Central School
Salter Road
Wolcott, New York 14590
(315) 587-2352

Program Description

Each Adolescent Outreach Program is based on locally developed criteria built out of the needs evidenced by the different populations, problems, movement patterns, etc. in the area. Its objective is to create alternative educational and vocational options, to improve the basic academic and survival skills, and to have the youth participate in career development through work training and other learning experiences.

Further information follows.

ADOLESCENT OUTREACH PROGRAM (AOP)

The New York State Bureau of Migrant Education (BME) initiated the Adolescent Outreach Program in 1976 to address the unique problems of the migrant teenager. In very general terms, the AOP set out to create alternative educational and vocational options, to improve the basic academic and survival skills, and to have the youth participate in career development through work training and other learning experiences. Each AOP is based on locally developed criteria built out of the needs evidenced by the different populations, problems, movement patterns, etc.

The basic ingredients of each AOP include:

1. Career Development/Life Skills
2. Work Experience
3. Counseling
4. Advocacy for Youth

Basically each AOP is set up as follows:

1. AOP Coordinator - Usually an individual with a counseling or social work background in education, career development, or youth programs.

   Duties include:

   a. supervision and training of tutor/counselors working with youth
   b. preparation and development of career and life skills curriculum
   c. set up on-the-job shadowing/training work experience for older migrant youth with local businesses, institutions, and industries
   d. supervision of follow-up activities and usually the coordinator becomes the primary counseling source for participating youth and families
   e. counsel adolescents as required

2. Tutor/Counselors - Usually either a certified teacher already already with the Tutorial Outreach Program, or an individual with a counseling or related background. The tutor/counselors generally have daily contact with the youth and are responsible for:

   a. infusion of career development activities into existing reading, writing, and math curriculum
   b. direct use of specific career development activities with each youth
   c. refer individual to appropriate service or agency for specific needs
   d. counsel youth to achieve program goals

The following is a list of services, activities, and programs that have been developed locally and used in whole or in part by all our AOP centers.

1. Tutoring: Individualized academic assistance in traditional areas of reading, writing and math as well as in specific subjects dependent upon need.

2. Personal and Group Counseling: Efforts are made to encourage self-development and positive attitudes in an attempt to foster a positive self-image and sound relationships within the family, school, and community.

3. Career Development: Career awareness, options, and alternatives are explored with consideration to academic requirements, skill development programs, job acquisition skills, and individual responsibilities.

4. Work Experience/Job Training: Efforts are made to provide exposure to job related areas of interest and, when possible, job training sites are arranged with work stipends funded through BME. BOCES training programs are encouraged in areas of interest. College programs are explored and likewise visited.

5. Advocacy: The AOP offers migrant students and families the service of representation in situations where the AOP feels its presence can beneficially affect the student and/or family; court, school, community agencies.

6. Adult Basic Education/General Equivalency Diploma: Out-of-school youth are provided with the necessary information and materials needed for completing a High School Equivalency program. Necessary counseling and support are provided as well as exploration of other means by which to earn a high school diploma.

7. Summer Program: The Adolescent Outreach staff transports true interstate migrant youth from their camps/homes to a designated educational center for evening instruction. At the centers, youth are provided instruction in a varied curriculum which includes: English as a Second Language (ESL); Secondary English; Secondary Math; Home Economics; Typing; Wood and Metal Shop; Career Education; Life Skills; and Recreation. In addition, tutoring is provided in priority subjects according to the individual needs of in-school adolescents.

8. Secondary Credit Exchange: Migrant secondary students have often lost partial or whole credit as a result of changing high schools several times during a single year. SCE is a national effort to standardize procedures for enrollment and credit exchange among school districts which serve migrant students. Through the use of standardized forms and a national network of contacts it is anticipated that more migrant students will graduate and graduate on time.

9. Other Activities: Other activities conducted by AOP's around New York State include:

   -- Educational and vocational field trips
   -- Workshops and seminars for youth regarding adolescent concerns
   -- Developing and presenting in-service training for tutors/counselors in selected areas of interest
   -- Developing programs for college interns to assist in helping migrant youth
   -- Attend conferences when appropriate
   -- Home contacts to inform parents about AOP efforts.

Migrant Counselor

Mr. Cipriano Garza
Migrant Project Manager
520 N.W. First Avenue
Homestead, FL 33030
(305) 248-1650

Mrs. Tina DeLeon Pesina
Migrant Counselor
(address & phone same as above)

Program Description

The program operates in Dade School District. The position requires a certified counselor. In Texas, the counselor is also a certified teacher overseeing the tutorial component. Some of the counselor's responsibilities may include:

- Facilitating counseling process, in addition to services provided by the regular counselor
- Acting as liaison between students and school administrators
- Identifying students for service
- Coordinating school resources
- Serving as public relations liaison
- Supponrting parental involvement
- Disseminating information
- Providing scheduling and course sequencing
- Providing career planning
- Providing financial aid information

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Experience-Based Career Education (EBCE)

Ms. Andrea Hunter
Northwest Regional
Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204
(800) 547-6339 ext. 459
(503) 248-6800 ext. 459

Program Description

A full-time educational alternative for youth in their junior and senior high school years. EBCE students spend a major portion of their time on learning projects in the community. The local community is the principal key to the success of the program since the community makes their businesses available to students as a learning experience. Activities are tailored to individual student needs, abilities, learning styles and goals. Students are guided in their learning by ongoing relationships with working adults in laboratories, offices, factories, shops, hospitals, schools, courtrooms, studios - wherever careers are practiced.

Further information follows.

What is Unique about EBCE

While the characteristics described below are probably descriptive of many educational alternatives, EBCE is unique in that it has put all of these features together in a program that is flexible enough to meet the needs of each individual student and yet structured enough to meet specified learning goals.

1. EBCE is individualized and personalized

EBCE places responsibility for learning directly with the student and students are accountable for their own behavior and progress in the program. The students have access to a wide range of information about themselves—from standardized tests and informal assessments to continual personal interaction with program staff and community participants. Students are constantly matching facts about themselves with their interests and perceived goals. They plan their own projects with the help of staff and community participants and follow through on their individual learning plans at employer/community sites. Student progress is carefully monitored and recorded and guidance is available at every turn to help young people realize their potential.

2. EBCE is community-based

Student learning activities are derived from the career activities of adults in the community. Community participants serve as instructors, counselors and evaluators of student learning. Community members are also involved in virtually all aspects of program planning and operation, with community advisory boards playing an important part in each program's organization.

3. EBCE is experience-based and performance-based

The program's curriculum synthesizes realistic community experiences into a carefully planned learning program for each student. This approach emphasizes student use of primary sources for learning and hinges on a detailed analysis of each workplace for the skills that are applied there. Student outcomes are measured primarily by performance. Grades are deemphasized in favor of records that indicate actual accomplishments.

4. EBCE has a comprehensive and integrated curriculum

The curriculum includes experiences in Basic Skills, Life Skills and Career Development and there are identified competencies or coping skills required of each student. Program completion requirements are different from but equal to standard high school requirements and students have opportunities to see how knowledge is integrated when applied in real situations. EBCE emphasizes everyone's need for lifelong practice with the basic tools of learning —reading, writing, speaking, asking questions, computing, finding resources.

5. EBCE emphasizes career development

As a prelude to lifelong career development, EBCE students are encouraged to explore and learn at a variety of community and employer sites. EBCE focuses on career decision-making skills because "career" in its broadest sense means what people do with their lives. Through concentrated, indepth investigation of selected career sites, EBCE students discover that there are many alternatives open to them. They learn that the timing of career decisions may differ from person to person. They learn to recognize the need for adaptability and flexibility in today's complex world. Many different types of community learning situations are provided. Students gain "hands-on" experience with a variety of skills, but they are not paid for their time on EBCE learning sites.

A Sample Student Day

8:30 Jack arrives at the learning center, signs in and checks his mail box. There's a note in it to see Sue, a staff person, to review a project and negotiate target dates. Sue is with another student so Jack goes to the study area to work on a fire escape plan for his Emergencies competency.

9:00 Sue says she is ready to talk. They spend 20 minutes looking over activities and setting dates for their completion. Jack thinks one activity will take a lot longer than Sue expects it to take; they talk about it and set some interim target dates for portions of the activity. After the first interim date they will meet again to renegotiate some of the activity's requirements if it does prove to take too long.

9:30 Jack walks with several other students two blocks to the fire station where they have an appointment with the fire marshall to demonstrate skills they have acquired for the Emergencies competency. Jack shows the marshall his fire escape plan and demonstrates fundamental first aid techniques. The marshall signs competency certification forms for Jack and one of his companions. The third student was asked to return again after more practice in bandaging techniques.

10:30 Jack takes a city bus to a day care center where he's made an appointment to spend an hour on a special placement observing Story Time. He has a project pending on children's literature and needs to research different techniques for telling stories to small children. On the way he starts his journal entry for that week.

12:00 Lunchtime at the learning center.

1:00 Jack gets a ride in the program van to his learning level site—a local landscape nursery. There he spends the rest of the afternoon on several project activities for that site: an experiment in plant growth and practice at the counter dealing with customer questions and ringing up sales.

3:00 Jack has his employer instructor sign his time slip and takes a city bus home.

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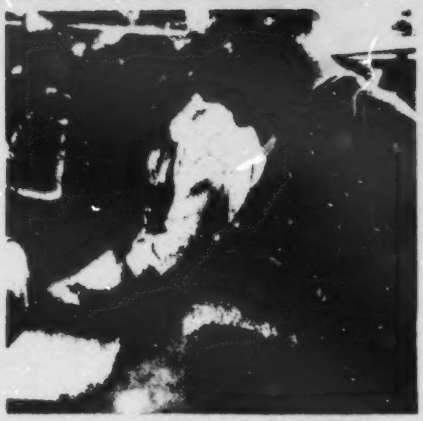

Partnership in Learning

EBCE requires a partnership in learning. Rather than giving teachers the sole responsibility for making learning happen, EBCE involves a variety of people directly in the learning process:

1. **Community members** are essential partners in EBCE learning. The community provides the learning sites that are used by students to meet personal and program objectives. Working adults at these sites serve as "instructors" for the students. They not only help students learn, they also counsel students and provide help on special problems. Community resource people certify that students have gained competence in specified skills, lead seminar discussions and may even serve as tutors to meet student needs and interests.

2. **EBCE students** themselves help to design their own learning activities and are accountable for their own behavior and learning progress. They choose what they will learn based on a careful examination of their own interests and abilities and within specified program requirements. Students get practice in planning, making decisions, negotiating and evaluating their own tailor-made learning plans with the continuing guidance of community instructors and a concerned and supportive professional staff.

3. **Parents** are regularly apprised of student progress and play a major role with program staff in helping students plan their learning activities and meet their program responsibilities. Staff/parent communication is immediate and ongoing.

4. **Professional EBCE staff** help manage student learning and maintain the community liaison necessary to provide learning sites for students. Staff provide support to community participants and help them become effective instructors. Staff are also available to locate learning resources in the community and provide the range of student services necessary in a comprehensive educational program.

Students, parents, business and labor people from the community and school district representatives all share in program planning and policy-making.

EBCE Expectations for Student Learning

The expectations for student participation in program activities combine two distinct but complementary sets of "rules": those pertaining to academic progress toward graduation from the program and from the school; and those pertaining to appropriate behaviors and acceptance of responsibility.

Graduation Requirements

To graduate, EBCE students must complete ten projects and five career explorations per program year. They must also complete a specified number of competencies (identified by community members in each EBCE program as the skills needed to function effectively in society). In addition, students must demonstrate to staff and community instructors that they have "adequately utilized" employer/community site resources and opportunites while working on individual learning goals. When students complete the specified program requirements they receive standard high school diplomas and unique portfolios of their community experiences and accomplishments.

Accountability

A Student Accountability System clearly specifies students' rights and responsibilities relating to performance and behavior in the community and at the learning center. Students learn to meet expectations, including their own needs and interests, employer/community site requirements and the program's expectations of them as citizens and partners in the learning process. EBCE helps students make decisions, be responsible for their own actions, interact effectively with others and make satisfactory use of time. It also helps students prepare themselves to be self-supporting and deal with the complexities of modern life.

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The Marion Learning Center

Ms. Consuelo Saragoza
P. O. Box 709
Woodburn, Oregon 97071
(503) 981-5246 or 588-5330

Program Description

Not a conventional school program, but an alternative center for in-school and out of school students. Students may attend either the day or evening session. The program is not strictly for migrant students. The center provides:

- The high school completion program which emphasizes U.S. and World History, General Math, Personal Finance, English I and II, and Algebra.
- A journalism program called Foxfire, where students may receive college credit through Chemeketa Community College depending on the amount of work and time spent on the project.
- The GED program where eligible students work toward their GED diploma. Some are also on a work-study program through the Oregon Human Development Corporation or JTPA.
- The ESL program where students study survival skills and vocabulary.

Students are either referred from a regular school program or are drop-outs. Enrollment is voluntary, but attendance is mandatory. Students sign weekly contracts outlining goals and objectives for performance.

Further information follows.

FOXFIRE

Foxfire is a cultural heritage journalism project which uses the community as the source of subject matter and experiences.

Foxfire grew out of the need of a high school teacher in Rabun Gap, Georgia, to motivate and create interest in student writing. It has become a widespread process of experiential learning.

In carrying out his or her job assignments in interviewing adults in their own community, participating students come face-to-face with the implications of the workaday world of jobs, careers, occupations, successes and failures, and mid-life career changes. This reality is related to them by ordinary people whose self-identities are most often tied to the ways in which they have made a living all of their working lives.

Using the classroom as a springboard, students carry out the interviews during school hours and receive academic credit for the work they undertake in their own communities. Using tape recorders, cameras, and their growing writing skills, they record on tape and film the lives and experiences of community residents.

Teams of students interview various subjects of their own choosing, then return to school where they develop the film, transcribe the tapes, write articles and publish the results. The publications, as a natural by-product of their learning experiences provide continuity for the learner-centered activities from one year to the next.

Exposure and participation in this type of experiential learning represents a powerful motivating device for young people to learn a wide variety of disciplines and skills they can put to practical use during all of their working years. These include the acquisition of insights and capabilities which are transferable, marketable, and usable during a lifetime of learning, including English language usage, editing, photography, graphics, darkroom, typing, transcription, layout, design, organization, interpersonal teamwork skills, story writing, and public relations.

Designed to assist groups of young people in discovering and preserving their cultural heritage, Foxfire also demonstrates the applicability of scholastic work to everyday living, and increases the students' understanding of career and vocational options potentially available to them in the future.

Mini-Corps

Mr. Jesse Camacho
Director, Mini-Corps
510 Bercut Drive
Office "Q"
Sacramento, California 95814
(916) 446-4603

Mr. Cipriano Garza
Migrant Project Manager
520 N.W. 1st Avenue
Homestead, Florida 33030
(305) 248-1650

Program Description

Mini-Corps has been successfully operating in California since 1967. The Mini-Corps program located in Dade School District, Florida, has been in operation for four years. College and selected high school students serve as teacher aides in the early childhood classroom program; tutors in elementary schools, peer counselors in middle and high schools. Participants are usually education majors and receive college credit for their teaching/counseling. They also serve as liaison between the secondary student's school and the family. Students receive a stipend through the school district.

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After School Tutorial Program

Mr. Robert Lisenbee
Director of Federal Programs
2266 Second Street
Fort Myers, Florida 33901
(813) 334-6522

Mrs. Teckla Decker
Program Facilitator
Riverdale High School
2815 Buckingham Road, S.E.
Fort Myers, Florida 33905
(813) 694-4141

Program Description

Located in Lee School District, the program has expanded from the original site to include a second school. Late entry students are able to make up missed school time. Participation in the After School Tutorial Program is voluntary. The program is staffed by certified teachers. Transportation is provided by the school district and by the Program Facilitator.

Portable Assisted Study Sequence (PASS)

Ms. Linda Haro
Coordinator
2314 Mariposa
Fresno, California 93721
(209) 225-6612

Program Description

A high school program to support migrant student graduation. Students enroll in one of the PASS course offerings in order to make up credit deficiencies. They may continue to work through PASS and accumulate credits as they migrate.

Further information follows.

WORLD HISTORY — **5 Credits**

- traces the history of human development from the dawn of civilization through the rise and fall of nations to the study of modern world concepts and events

U.S. HISTORY A — **5 Credits**

- an introductory course (prehistory-1898) developed from the time of the first Americans, through the fight for independence, Federalist America, the Civil War and the rise of industry. Utilizing Scholastic's American Adventures series, in addition to providing supplemental biographical information to provide the student with a greater insight into the character of noteworthy individuals throughout history, this course is designed for students of varying abilities.

U.S. HISTORY B — **5 Credits**

- the course covers the two world wars, the great depression, post-war America and a look into today and tomorrow (1898-present.) A supplemental reference book included shows the many past contributions to today's way of life.

AMERICAN GOVERNMENT — **5 Credits**

- basic government/civics program specifically written and produced to encourage student involvement and interest . . . even in difficult abstract concepts such as federalism, separation of powers, and bureaucracy. This comprehensive course utilizes Scholastic's American Citizenship texts covering: Foundations of Our Government; The Presidency, Congress, and the Supreme Court; State and Local Government; and Politics and People.

ETHNIC STUDIES ** — **5 Credits**

- positive contributions to American life will be shared in this study of five cultures: Native American, Jewish, Black, Hispanic, and Asian. Students will become more aware of how all peoples, from whatever origin or background, have enriched a culturally diverse nation. Supplemental novels will be added to augment the student's personal perceptions and appreciation.

GEOGRAPHY — **5 Credits**

- a study of the physical and cultural aspects of the people of the world. This course includes map and globe skill development, career awareness, and information and activities pertaining to the geographic regions of the world.

COLOR AND DESIGN — **5 Credits**

- a study of the elements and principles of design to encourage an awareness in both creating art products and in experiencing the visual qualities of nature.

CONSUMER EDUCATION — **5 Credits**

- a practical course designated to teach skills necessary to make consumer economic decisions, and instill knowledge of consumer rights, responsibilities, and recourse. In addition, the consumer's role in the economic, social, and governmental systems and how the consumer may influence these systems are taught.

WORK EXPERIENCE EDUCATION — **5 Credits**

- a course designed to assist students in personal decision making with regards to values and career choices. The course also teaches skills and method of obtaining a job.

*** Available in Spanish**

**** Coursework available in Spanish - some reading materials in English**

***** Available in Spanish and Punjabi**

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P.A.S.S. PROGRAM

(Portable Assisted Study Sequence,

...A high school program to support migrant student graduation.

FRESNO COUNTY DEPARTMENT OF EDUCATION REGION IV

JOHN TAYLOR, SUPERINTENDENT

MIGRANT EDUCATION PROJECT
Robert Allen, Administrator

LINDA HARO, COORDINATOR
P.A.S.S. Program

487 W. Shaw Avenue
Fresno, California 93721
(209) 225-6612

SPRING 1984

The P.A.S.S. Program was designed to help prevent migrant children from dropping out of high school and assist them in attaining high school graduation.

The P.A.S.S. Program with the cooperation of Parlier Unified School District provides an approved and accredited curriculum. Self-directed learning packages are made available to students throughout the state for use in the school of attendance or while traveling.

P.A.S.S. is not in competition with other high school districts in the State of California for A.D.A. A migrant student enrolled in any high school district in California may enroll in one of the P.A.S.S. course offerings in order to make up credit deficiencies. Students can continue to study and accumulate credits as they migrate to other schools in the state.

COURSE DESCRIPTIONS

LEARNING SKILLS — **5 Credits**

- a practical course covering essential survival skills: outlining, study skills, dictionary use, practical writing and others. Many skill areas are relevant to minimal proficiency requirements.

ENGLISH IA — **5 Credits**

- a course to develop and strengthen writing and speaking of standard English in the skill areas of: parts of speech, punctuation, mechanics of English, and letter and paragraph writing.

ENGLISH IB — **5 Credits**

- a course to develop and strengthen writing and speaking of standard English in the areas of: prefixes and suffixes, synonyms, antonyms and homonyms, and comprehension, reference and research skills.

ENGLISH IIA — **5 Credits**

- a course to develop and improve reading and writing skills through units in the areas of paragraph and composition skills, poetry, modern biography, and the novel.

ENGLISH IIB — **5 Credits**

- a course to develop and improve reading and writing through units in grammar, composition, American and British literature, and drama.

ENGLISH IIIA — **5 Credits**

- a course to develop and improve reading and writing through units in grammar, composition, American and British literature, and drama.

ENGLISH IIIB — **5 Credits**

- a course to develop and improve reading and writing skills through units in survival skills, contemporary and world literature, communication techniques, and critical writing.

BASIC STUDY SKILLS — **5 Credits**

- a course which includes instruction in the SQ3R formula of study, content area reading, critical thinking, listening techniques, test taking skills, notetaking, outlining and summarizing.

CONSUMER MATHEMATICS — **5 Credits**

Prerequisite: General Math A and B

- a course which identifies basic consumer choices and teaches the skills needed to make economically sound consumer decisions. Each lesson centers around a specific consumer task-budgeting limited resources, comparison shopping, energy conservation, maintaining savings and checking accounts, etc.

GENERAL MATH A *** — **5 Credits**

- a course in basic skills: the numeration system, addition, subtraction, multiplication, division, and their application in daily life situations and experiences.

GENERAL MATH B * — **5 Credits**

- a course to introduce and strengthen fundamental skills in fractions, decimals, percent, measurement, and metrics.

PRE-ALGEBRA AND CALCULATOR MATH — **5 Credits**

Prerequisite: General Math A and B

- a course designed to prepare students in working with the language of algebra. This course serves as a bridge between General Math and Algebra. Calculator activities are provided to stimulate student interest and facilitate the introduction of Math concepts.

GENERAL SCIENCE A ** — **5 Credits**

- a general science course covering physical science (electricity, heat, fuel, machines, and work as producers of energy); life science (the interdependency, development, and importance of plants and animals), and the steps involved in scientific methods and classifications. Each unit also includes a glossary and a section on career education.

GENERAL SCIENCE B * * — **5 Credits**

- a general science course covering atmosphere and weather; space; oceans; rocks, minerals, and fossils; and mountains, weathering and erosion. Each unit also includes a glossary and a section on career education.

ENVIRONMENTAL SCIENCE — **5 Credits**

- a course to develop appreciation and understanding of the study of energy and interdependencies within ecological systems, pollution control, conservation methods, career awareness, wilderness living, and safety skills.

EARLY CALIFORNIA HISTORY — **5 Credits**

- a multi-dimensional approach to the study of California - from the discovery, exploration, and settlement to Statehood in 1850. This course includes poetry, novels, diaries, myths, old photographs, drawings, maps, posters, tape recorded Indian chants, Mexican love songs, and miner's music enabling the student to acquire a real feeling for the era.

STATE REQUIREMENTS — **5 Credits**

- a course developed to help the student acquire knowledge that is essential in the safe operation of motor vehicles and to prepare the student for the actual driver's examination. (This course satisfies the State Driver Education requirement.) The study of first aid and safety procedures is also included.

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Yuma, Arizona Migrant Night School

Ms. Anne K. Stadler
Migrant Coordinator
Yuma Union High School District
3100 South Avenue A
Yuma, Arizona 85364
(602) 344-0142

Program Description

The Yuma Union High School District Migrant Program has established a migrant night school program which provides secondary students an opportunity for credit make up. Migrant students who are deficient in credits may sign up to take required classes. Two sites are open five hours two nights a week offering four levels of English and two Civics classes every semester. The night school is funded entirely by Migrant Education. Attendance policy allows only two absences per semester. The students receive 66 hours of instruction per semester class, and homework is assigned. Students with passing work receive full district credit for their efforts. Bus transportation is provided by the Migrant Program. Classes run two evenings per week at two sites within the school district. Certified high school teachers and aides are hired by the Migrant Program.

This year, the migrant Program is using the PASS Program and provides a teacher two evenings a week to provide assistance to any of the 30 students taking supplementary credits through PASS. The use of PASS in Arizona will allow interstate students moving between Arizona and California to begin PASS material in one location and continue it in another state. States presently developing PASS programs are Oregon, Arizona, Washington and New York. Washington is negotiating with Texas to accept PASS coursework initiated in Washington.

Independent Study and Credit Exchange Program

Ms. Frances Clark, Director
I.S.C.E. Program
103 West Park
Bald Knob, Arkansas 72010
(501) 724-5015

Program Description

The Bald Knob School District in cooperation with the Arkansas State Department of Education designed a correspondence course for migrant students. The objective is to prevent students from dropping out of high school by assisting them in attaining high school course credits through independent study.

Further information follows.

HISTORY OF BALD KNOB INDEPENDENT STUDY AND CREDIT EXCHANGE PROGRAM

Using the P.A.S.S. Program in Parlier, California as a model, the Bald Knob School District, in cooperation with the Arkansas State Department of Education Migrant Section, has developed an Independent Study and Credit Exchange program for the migrant students in the state of Arkansas. The program is designed to provide correspondence course work whereby migrant students, throughout the state of Arkansas can receive credits toward graduation requirements. The I.S.C.E. Program is an adjunct program to regular high school programs and as such, allows students to be eligible for course work in a regular high school while at the same time participate in the I.S.C.E. courses. The actual course work prepared by the I.S.C.E. program staff is from the Bald Knob School Districts approved and accredited curriculum. Units now available are:

English I
English II
English III
Basic General Math
General Math
American History B

This is a quality controlled program and will require grade level work from the student.

Arkansas migrant educators are enthused at the success of the I.S.C.E. program and feel that it is meeting a pressing need of its secondary level migrant students.

If you are interested in talking with someone further concerning this program call:

Nancy Mason, Director
North Central Arkansas Migrant Co-op
103 West Park
Bald Knob, AR. 72010
(501) 724-3361

Frances Clark, Director
I.S.C.E. Program
103 West Park
Bald Knob, AR. 72010
(501) 724-5015

INDEPENDENT STUDY AND CREDIT EXCHANGE INFORMATION

(I. S. C. E.)

....a pilot program being administered from Bald Knob High School to help prevent migrant students from dropping out of high school and to assist them in attaining high school graduation.

....by making available to migrant students at the high school level the Bald Knob approved and accredited curriculum in an appropriate, mailable form at no cost to the student.

....differs from the usual correspondence course program by working through a contact person in the student's home school. The contact person gives the student encouragement, tutoring when needed, administers the proper tests, and supervises mailing of completed work which is mailed to the I.S.C.E. Coordinator for grading.

....I.S.C.E. is not in competition with other high school districts in the State of Arkansas for A.D.A. A migrant student enrolled in any high school district in Arkansas may enroll in one of the I.S.C.E. courses to make up credit defeciencies. Students can continue to work through Bald Knob and accumulate credits as they migrate to other schools.

....similar programs are being sucessfully implemented in several states, where it has served to further graduation for several thousand students.

I.S.C.E.'s 8 STEP ENROLLMENT PROCEDURE

1. A migrant contact person identifies a student, requests forms for enrolling him and completes the forms.

2. The forms are sent to I.S.C.E. for processing.

3. The I.S.C.E. office processes the forms, establishes a permanent student record, reviews credit applicability of the course requested to the home school's graduation reguirements, and a review board concludes admission of the student to the program.

4. The appropriate packets are mailed to the contact person.

5. The local contact person administers and monitors the course.

6. The local contact person administers the proper tests and forwards them to the I.S.C.E. Coordinator for grading.

7. An I.S.C.E. teacher scores the test and returns it to the migrant contact person.

8. When all work is completed, transcripts are sent to the school and a copy is sent to the parents of the student.

QUESTIONS AND ANSWERS

CONCERNING THE BALD KNOB, ARKANSAS INDEPENDENT STUDY AND CREDIT EXCHANGE PROGRAM

1. Must the student be a migrant to be eligible for the I.S.C.E. Program?

   A: Yes, we request the MSRTS student number at enrollment.

2. How much credit is granted for each course?

   A: Each course represents a semesters work and is worth 1/2 credit.

3. What happens if a student moves while he is taking a course?

   A: We make every effort to allow the course to move with him.

   After he is settled in another school district we correspond with the district and try to set up a contact person. This person (if the school does not have a migrant program we usually work with the counselor or principal) is ask to encourage, tutor when needed, administer the proper test and supervises mailing of completed work to the I.S.C.E. coordinator.

4. Is this an accredited program?

   A: The scope and sequence of the Bald Knob High School curriculum will be used as a basis for the scope and sequence of the correspondence courses.

   The fact that the Bald Knob High School is an accredited institution meant that the related I.S.C.E. courses would have a better chance of being fully accepted by other districts in Arkansas.

5. Is it necessary that the contact person be a certified teacher?

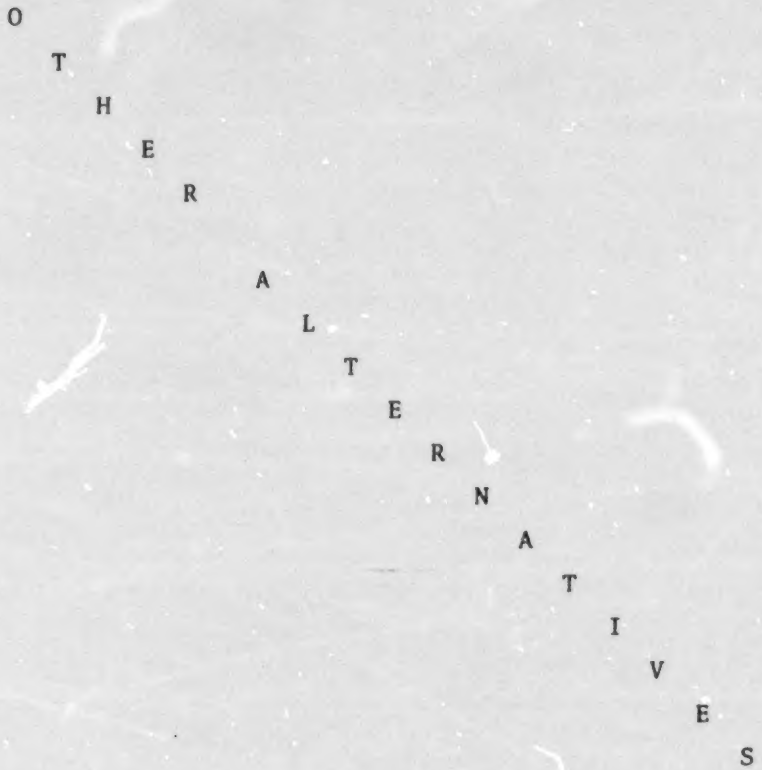
   A: No, because the work is evaluated and graded by the I.S.C.E. director who is certified.

6. What do you do for quality control?

   A: Quality is built in as units are developed. There is an on-going continous evaluation of materials by teachers in each subject matter fiel

7. What if schools will not accept credit from Bald Knob?

   A: Agreement is made with applying school district before the unit is sent out to the contact person.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Job Training Partnership Act

Adult Migrant and Seasonal Farmworker Program

Ms. Pat Hall, Director
Adult Migrant Program - D.O.E.
Pan American Bank Building, Suite 302
715 East Bird Street
Tampa, Florida 33604
(813) 933-3353

Program Description

Provides training, supportive services and emergency services to adult farmworkers in 33 counties. Youth services coordinated with other community agencies. Participants must be eligible under Title IV, Section 402 of the Job Training Partnership Act. For referrals contact local Florida State Employment offices. Small stipend provided. Funding source: JTPA.

Florida Farmworkers Education and Skills Training Program (FFESTP)

Mr. Larry Cromwell
Assistant Director
FFESTP
702 S.W. Fifth Street
Ocala, Florida 32670
(904) 732-8104

Program Description

Offers a residential, educational packet ranging from basic skills to an associate's degree. Enrollment at different times of the year. Students should apply early to be placed on waiting list. Stipend provided. Funding source: JTPA

Job Corps

Title IV, Part B of the Job Training Partnership Act authorizes the establishment of a Job Corps for economically disadvantaged youth between the ages of 14 and 22. In residential and non-residential centers, enrollees participate in intensive programs of education, vocational training, work experience, counseling, recreational and other activities.

For further information, contact any State Employment Office.

TRIO Programs

Dr. James Ormiston
Acting Director
Division of Student Services
Department of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202-0772
(202) 245-2511

Special Programs for Students from Disadvantaged Backgrounds (TRIO Programs) include:

*Upward Bound - high school students enrolled in school receive small stipend; academic support to pursue a program of education beyond high school.

*Special Services for Disadvantaged Students - who are enrolled at an institution of higher education; support services, academic support, personal counseling.

*Talent Search - Outreach program to recruit individuals to pursue post secondary education. Tutorial services; support services to complete financial aid forms. Participants may not be enrolled in Upward Bound.

*Educational Opportunity Center - outreach program. Provides information on academic and financial assistance available to pursue post secondary education.

High School Equivalency Program (HEP)

College Assistance Migrant Program (CAMP)

Migrant Education Program Office
Office of Elementary/Secondary Education
U.S. Department of Education
Room 3642, ROB #3
7th & "D" Streets, S. W.
Washington, D.C. 20202
(202) 245-2722, 2506, 2972

Mr. Larry Rincones, President
HEP-CAMP Association
Pan American University
1201 West University Drive
Edinburg, Texas 78539
(512) 381-2521

Program Description

HEP - Institutions of higher education sponsor programs to provide tutoring and supportive services while students work towards their high school diplomas.

CAMP - Program facilitates access to the successful completion of two semesters of college.

Both programs are federally funded to provide room, board and some transportation. Participants receive a small stipend.

Directory of current programs follows.

TITLE IV HIGHER EDUCATION ACT (HEA)

SECTION 418

* High School Equivalency Program (HEP)

* College Assistance Migrant Program (CAMP)

Fiscal Year 1983 Awards

Program Year 1983-84

For additional information contact:

Migrant Education Program Office
Office of Elementary and Secondary Education
U.S. Department of Education
7th and "D" Streets, S.W.
Room 3642, ROB #3
Washington, D.C. 20202

(202) 245-2722
245-2506
245-2427

February, 1984

High School Equivalency Program
California State University, Fresno
Maple and Shaw Avenues
Fresno, California 93740

Attn: Andrew Rodarte

(209) 294-2811

Program Description

Academic Assistance	- Orientation/Diagnostic testing - Individualized assessment - Individualized tutoring - GED instruction - Instruction beyond GED level - University volunteer tutors
Counseling	- Individual/Group - Personal/Family oriented - Academic/Career counseling
Career Planning	- Career preparation/placement - Post-secondary preparation/assistance - Job seeking skills - College orientation
Cultural Enrichment	- Enrichment classes - Field trips
Support Services	- Tutored study hall - ESL classes (English proficiency, oral language development) - Computer exposure - Study skills for college bound students - Room and board - Fees - Stipend provided

High School Equivalency Program
University of the Pacific
3601 Pacific Avenue
Stockton, California 95211

Attn: Armando Ayala

(209) 946-2521

Program Description

Academic Assistance	- Diagnostic testing - Individualized/Group instruction, study/writing skills and oral presentation - Upgrade reading and proficiency - GED training and testing
Counseling	- Workshops on life skills/time management - Individual/Group counseling
Career Planning	- Identification of values in decision making skills - Training in techniques for job searching - Career awareness classes
Cultural Enrichment	- Exposure to all university facilities - Extra curricular activities, i.e., sports, photography, cooking, art, assertiveness training, psychology/ communication, etc. - Field trips to nearby colleges/universities and/or vocational training facilities
Support Services	- Stipend provided - Medical care - Room and board

High School Equivalency Program
Institutional Development and
Economic Affairs Service, Inc.
Magnolia Star Route
Nederland, Colorado 80466

Attn: Martha Beun, Director
(303) 443-8789

Bob Palmateer,
Associate Director
(503) 981-5246

Program Description

Academic Assistance	- Development of basic skills competencies - Small group tutorial assistance - Attainment of a GED or high school diploma - Individual learning units
Counseling	- Personal/Career - Academic counseling
Career Planning	- Foxfire learning activity (a community based, experimental learning program) - Career development and apprenticeship, vocational technical training or college preparation - Occupation search unit - Instruction and Career Information System (CIS)
Cultural Enrichment	- Access to college facilities, programs and activities (recreational and cultural events)
Supportive Services	- Stipend provided - Health care - Transportation - Work study - Living allowance
Site Location	- Oregon

High School Equivalency Program
The BUENO Center for Multi-Cultural Education
University of Colorado/Regents
Campus Box 249
School of Education
Boulder, Colorado 80309

Attn: Dr. Arthur Campa

(303) 493-5416

Program Description

Academic Assistance	- Individualized educational program - Basic skills instruction (mathematics, science, social studies, reading and writing) - GED instruction - Evening study program for working students and identified high achievers
Counseling	- Personal/Academic - Vocational/Career
Career Planning	- Orientation to the world of work - Vocational orientation/skills development/training - College preparatory GED alternative
Cultural Enrichment	- Field trips to employment facilities - Community musical and artistic programs - Visiting community speakers
Support Services	- Financial assistance - All services/resources at the universities

High School Equivalency Program
University of Southern Colorado
Department of Student Affairs
2200 N. Bonforte Boulevard
Pueblo, Colorado 81001

Attn: Carlos Maldonado

(303) 545-9062

Program Description

Academic Assistance	- Individualized academic plans - Individualized and small class instruction in five subject areas plus electives in preparation for GED test - Tutoring services - GED testing
Counseling	- Personal/Social/Academic - Career awareness and exposure to educational opportunities - Career placement plans - Placement in colleges, vocational schools, jobs or military service
Career Planning	- Assessment of interests, aptitudes and abilities - Career awareness and exposure to educational opportunities - Placement in colleges, vocational schools, jobs or military service
Cultural Enrichment	- Participation in university sponsored social, cultural, recreational activities - Participation in cultural activities - Attendance at musical/ cultural events in the community - Student council - Field trips
Support Services	- Instructional materials/supplies - Room and board - Stipend provided - Recreation - Health services - Transportation - Referral to support service agencies and organizations - Relocation services

High School Equivalency Program
Boise State University
1901 University Drive
Boise, Idaho 83725

Attn: Dr. Jay Richard Fuhriman,
Director
Aurora Quilantan,
Associate Director
(208) 385-1194

Program Description

Academic Assistance	- GED classes (science, math, English, social studies, reading) - Tutorial assistance - ESL classes - Pre-HEP (reading, math) - Positive language skills
Counseling	- Outreach/Personal - Career/Educational
Career Planning	- Career education and options - Computerized career analysis - Job placement
Cultural Enrichment	- Field trips to local businesses and industries - Intercultural activities
Support Services	- Athletic and community events - Social services - Financial services - Health care - Late afternoon/evening programs - Books/materials - Stipends provided

High School Equivalency Program
Ball State University
4013 W. Jackson
Muncie, Indiana 47306

Attn: Pamela Wade

(317) 285-8109

Program Description

Academic Assistance	- Instructional services in basic subject areas - Cross cultural learning - Peer tutoring
Counseling	- Personal counseling and guidance - Career/Academic
Career Planning	- Career awareness - Postsecondary options
Cultural Enrichment	- Cross cultural learning - Social events on campus - Cultural events
Support Services	- Pretest assessments - Transportation - Room/Board - Medical services - Entertainment

High School Equivalency Program
Training and Development Corp.
P. O. Box 1136
117 Broadway
Bangor, Maine 04401

Attn: Charles C. Tetro

(207) 945-9431

Program Description

Academic Assistance	- Individualized curriculum - GED testing
Counseling	- Job training counseling
Career Planning	- Career awareness/pre-employment experience workshops - Occupational training - Job Corps - Vocational training
Support Services	- Health care - Child care - Residential support - Transportation - Bonding assistance

High School Equivalency Program
Center for Human Services
5530 Wisconsin Avenue
Chevy Chase, Maryland 20815

Attn: James J. Dahl

(301) 654-2550

Program Description

Academic Assistance	- Individualized instruction in basic skills subjects - Tutoring services - Computer assisted instruction
Counseling	- Personal counseling - Vocational/Career
Career Planning	- Career preparation - Postsecondary placement - Job fairs
Cultural Enrichment	- Field trips
Support Services	- Stipend provided - Room and board - Transportation

High School Equivalency Program
University of Mississippi
207 Education Building
University, Mississippi 38677

Attn: Linda L. Notestone

(601) 232-7037

Program Description

Academic Assistance	- Individualized curricula - Diagnostic/prescriptive approach - Reading lab - Instruction in the 5 areas of GED - Pre GED curricula
Counseling	- Academic/Career - Personal/Group
Career Planning	- College prep course - Career instruction - Placement assistance in: Job training positions Apprenticeship programs Postsecondary education
Cultural Enrichment	- Daily recreational activities - Athletic/Intramural activities - Concerts, plays, films
Support Services	- Weekly stipend, meal ticket for weekend - Physical exams/minor medical care - Program and university orientation - Parent advisory committee

High School Equivalency Program
Nebraska Human Resources Foundation
501 N. 10th Street
Lincoln, Nebraska 68588

Attn: Vicente Arsiaga

(402) 472-3477

Program Description

Academic Assistance	- Diagnostic, prescriptive educational approach - Development of individual educational plan - GED academic instruction
Counseling	- Academic/Career - Personal
Career Planning	- Career education course - Employability development plan for each participant - Direction in obtaining financial resources and admittance into college - Job placement - Vocational special service activities
Cultural Enrichment	- Student meetings
Support Services	- Emergency medical treatment/dental care - Meals/Residence - Transportation - Stipend provided

High School Equivalency Program
Northern New Mexico Community College
Division of Occupational Studies
El Rito, New Mexico 87532

Attn: Juan Garcia

(505) 581-4434

Program Description

Academic Assistance	- Needs assessment - Skills training - GED training
Counseling	- Personal/Family - Academic/Career
Career Planning	- Occupational training - Interview techniques - Job finding skills - Job placement - Job retention skills
Cultural Enrichment	- Field trips
Support Services	- Stipend provided - Tuition and fees - Medical insurance - Transportation

High School Equivalency Program
University of Oregon
College of Education
270 Emerald Hall
Eugene Oregon 97403

Attn: Dr. Manuel Pacheco

(503) 686-3531

Program Description

Academic Assistance	- GED academic instruction - ESL program - Individualized instruction approach - Elective courses - Peer tutors
Counseling	- Personal/Group - Vocational - Women's group - Money management training
Career Planning	- Placement service - Career guidance class
Cultural Enrichment	- Cultural and ethnic materials integrated into curriculum - Workshops, films, speakers, concerts - Recreational activities, field trips
Support Services	- Emergency medical, dental, optical care - Room/Board - Stipend provided - Transportation

High School Equivalency Program
Catholic University of Puerto Rico
Postal Sub-station #6
Ponce, Puerto Rico 00732

Attn: Carlos A. Guffain

(809) 844-2315 or 843-3265

Program Description

Academic Assistance	- Pre GED instruction - GED instruction - Instruction in both English and Spanish - Individualized instruction - Diagnostic/reading level testing - Life skills component - Reading laboratory - College prep courses
Counseling	- Personal - Vocational/Academic - Cross cultural
Career Planning	- Orientation to world of work - Vocational aptitude testing/training - Placement assistance
Cultural Enrichment	- Social and cultural activities - Tutorial service
Supportive Services	- Medical services - Parental advisory council - Assistance in developing financial aid - Identification, recruitment, staffing - Student government council

High School Equivalency Program
Pan American University
1201 West University Drive
Edinburg, Texas 78539

Attn: Hilario Rincones

(512) 381-2521

Program Description

Academic Assistance	- Pre GED instruction - GED testing - Tutor aides - Basic curriculum instruction - Individual and group instruction
Counseling	- Vocational/Academic - Personal
Career Planning	- Career awareness - College and job placement - Vocational development
Cultural Enrichment	- Field trips
Support Services	- Medical - Stipend provided - Transportation - Room and board

High School Equivalency Program
SER Jobs for Progress, Inc.
1355 River Bend Drive
Suite 350
Dallas, Texas 75247

Attn: Dr. David DeLima

(214) 631-3999

Program Description

Academic Assistance	- Basic education/ESL - Survival skill activities - GED or competency based high school diploma - Reading laboratory
Counseling	- Individual and group counseling in areas of life skills - Career/Academic
Career Planning	- Career and vocational awareness - Job preparation and placement - Pre college and other support classes
Cultural Enrichment	- Field trips - Athletic and intramural activities
Support Services	- Community and school activities - Medical and dental services - Transportation assistance - Meals - Stipend provided
Site Location	- Old Cotulla High School Cotulla, Texas 78014

High School Equivalency Program
University of Houston
College of Education
4800 Calhoun, Suite 405 PH
Houston, Texas 77004

Attn: Dr. Donald Sanders

(713) 749-1682

Program Description

Academic Assistance	- Academic instruction - Tutoring - GED preparation - Pre GED center
Counseling	- Vocational/Academic - Personal - Career
Career Planning	- Computer assisted instruction
Cultural Enrichment	- Life/Study skills instruction
Support Services	- Room and board - Stipend provided - Medical/dental services

High School Equivalency Program
The University of Texas at El Paso
Education Building 406
El Paso, Texas 79968

Attn: Arturo Lazarin

(915) 747-5562

Program Description

Academic Assistance	- Instruction in reading, math, English, science, social studies, language arts - Remedial services - Individualized tutoring
Counseling	- Personal - Academic - Career guidance
Career Planning	- Postsecondary college advisory and placement services - On the job and vocational training - Jobs or armed forces placement
Cultural Enrichment	- Theatrical productions - Educational and cultural field trips to local industrial sites - Structured sports programs - Aerobic and dance
Support Services	- Health/medical/dental care - Legal, job placement, residental assistance - Financial aid

High School Equivalency Program
University of Wisconsin/Milwaukee
Board of Regents
P. O. Box 413
Milwaukee, Wisconsin 53201

Attn: Luis A. Salazar

(414) 963-4622

Program Description

Academic Assistance	- GED testing - Tutors - Subject matter instruction - ESL instruction
Counseling	- Personal/Group
Career Planning	- Career assessment - Career development - Life skills instruction - Career placement and follow-up
Cultural Enrichment	- Cultural activities at the University
Support Services	- Room and board - Stipend provided - Transportation - Emergency clothing - Medical, ocular, dental care - Student insurance

High School Equivalency Program
Washington State University
Department of Education/HEP
Pullman, Washington 99164-2110

Attn: Anita Babayan

(509) 335-2454

Program Description

Academic Assistance	- Pre-GED instruction - GED instruction - English as a Second Language - Spanish GED instruction - Computer assisted instruction - Writing skills
Counseling	- Personal/Group - Vocational/Academic
Career Planning	- World of Work curriculum - Career education - Job/college information seminars - Pre-vocational training classes - Consumer economics - Video taped interviews
Cultural Enrichment	- Intramural sports - Cultural awareness - Social events - Field trips
Supportive Services	- Health care - Stipends provided - Transportation - College FAF and admission fees

College Assistance Migrant Program
California State University, Fresno
Maple and Shaw Avenues
Fresno, California 93740

Attn: Raul Diaz

(209) 294-4768

Program Description

Academic Assistance	- Curriculum advisement - Student assessment - Academic and diagnostic services - Peer tutoring - Specialized tutoring - Study groups - 1 week Interression Institute
Counseling	- College orientation - Peer counseling - Student action plan - Individualized counseling - 2½ weeks summer orientation program
Career Planning	- Training in job interview techniques - Exposure to graduate and professional schools - Career exploration and assessment workshops - Participation in career awareness day
Cultural Enrichment	- Social activities - Field trips - CAMP Student Alliance
Support Services	- University activities and resources, i.e., libraries, study skill labs, learning centers - Stipend provided

College Assistance Migrant Program
Minnesota Migrant Council
P. O. Box 1231
St. Cloud, Minnesota 56560

Attn: Heladio F. Zavala

(612) 253-7010

Program Description

Academic Assistance	- Multidisciplinary studies - Undergraduate studies - Tutoring services - Student advising services
Counseling	- Academic/Career - Individualized - Crisis intervention - Self-awareness, assertiveness, communication and decision making
Career Planning	- Values, testing in aptitudes - Career interest/abilities
Cultural Enrichment	- Cultural activities/events
Support Services	- Handicapped student services - Financial assistance - Stipend provided - College and community orientations

College Assistance Migrant Program
Oregon State University
337 Waldo Hall
Corvallis, Oregon 97331-6405

Attn: Miriam W. Orzech, Ph.D.
Daniel Duarte

(503) 754-3628

Program Description

Academic Assistance	- Placement testing - Individualized/small group instruction - Tutoring - English class for ESL students - Personal/Academic development classes - Challenge class
Counseling	- Academic/Career - Individual/Personal
Career Planning	- Job placement during and after CAMP experience
Cultural Enrichment	- Field trips - Tickets to campus theatrical performances
Support Services	- Orientation - Financial aid orientation - Travel allowance - Room/board allowance - Stipend provided

College Assistance Migrant Program
Pan American University
1201 West University Drive
Edinburg, Texas 78529

Attn: Dr. Santiago Silva

(512) 381-2574

Program Description

Academic Assistance	- Curricula advisement - Study skill sessions - Peer tutors - Reading development
Counseling	- Career/Academic - Individual/Group
Career Planning	- Career Planning Course
Cultural Enrichment	- Cultural awareness trips
Support Services	- Tuition and fees - Student travel - Stipend provided - Room and board - Medical/dental care

College Assistance Migrant Program
St. Edward's University
3001 South Congress Avenue
Austin, Texas 78204

Attn:

(512) 444-2621 ext. 365

Program Description

Academic Assistance	- Summer orientation program - English enrichment classes - Development courses - Freshman studies/basic skills program - Academic advisor
Counseling	- Tutor and peer facilitators - Personal, health and welfare (improving self concept, coping skills)
Career Planning	- Career awareness - Summer employment programs
Cultural Enrichment	- Field trips - Cultural events - Student government - Athletics
Support Services	- Health care - Financial - Residential training

RECOMENDATIONS and SUMMARY

There are other programs in operation which include many different summer programs and variations of enrichment models in receiving school districts. For a description of these, please refer to the Program Manual, the publication by the Interstate Migrant Secondary Services Program (1982) which collected information on programs in the nation. Some may not be in operation currently, however the descriptions may be enlightening as we explore different alternatives to better serve our youngsters.

This packet is a representation of three basic types of programs which have proven to be effective in reducing the migrant student drop-out rate:

- The migrant counselor or advocacy position, providing a role model and support/advocate staff member.

  Refer to: Texas Chapter I Migrant Counseling/Tutorial Program
  California Secondary Student Advisor
  New York Adolescent Outreach Program

- The work/study or work/experience programs, providing credit, a pay check and a successful life experience for migrant students.

  Refer to: California and Florida Mini-Corps
  Oregon Experience-Based Career Education
  Oregon Marion Learning Center

- The academic assistance programs, providing opportunities for migrant secondary students to make up coursework and credits missed as a result of their mobile lifestyle.

  Refer to: Arkansas Independent Study and Credit Exchange Program
  California PASS

In summary, it is up to us as creative and innovative educators to design and implement programs that will best serve the academic, vocational and social needs of our shared migrant students.

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